

USOE Fine Arts Rainbow Chart

Kindergarten - Page 1		Moving		Investigating		Creating	Contextualizing
Previously Mastered	Elements of Dance	Experience/	Explore/	Apply/	Analyze/	Research/	Refine/
Grade Level Skills	with Definitions	Identify	Contextualize	Build Skills	Integrate	Create	Contribute
Knowledge of body	BODY / MIND	Warm-up*	Explore the joy of	Practice a body	Improvise unique	Create a short,	Perform a body part
Basic locomotor and	The body is the	Body parts	moving the body.	parts warm-up that	body part	memorized body	sequence.
axial movement	instrument of	Conditioning	Identify and move	embeds the	movements in and	part sequence.	
skills.	dance.	Principles	body parts.	conditioning	through space.		
	Warm-up: A series of exercises/movement to ready the mind and body	StrengthFlexibilityStability	Listen to signals and respond to movement directions.	principles of strength and flexibility.	video		
Listen to signals and	Locomotor	Skills*	Explore locomotor	Explore basic axial	Improvise a dance	Create a dance with	Perform locomotor
respond to	Steps:		steps (walk, run,	movements and	with a partner using	a partner using	and axial dance.
movement directions	Steps that travel		gallop, and jump)	locomotor steps	basic locomotor	basic locomotor	Respectfully take
	through space		Perform basic axial	with a partner (e.g.	steps and axial	steps and axial	turns performing
	Axial movement:		movements of turn,	side by side, follow	movements.	movements.	and observing.
	Movement that		stretch, reach,	the leader).		video	Perceive and
	revolves around the axis and is performed		bend, twist.				reflect.
	in place						
Duration	TIME	Moving and	Explore moving and	Practice moving	Improvise moving	Create a dance	Perform a moving
	Defines when one	Stopping,	stopping. Move to	and stopping	and stopping	based on moving	and stopping dance.
	moves	Duration*	slow and fast	responding to a	varying the	and stopping.	
	Duration (short/long);		tempos.	variety of stimuli	duration.	3	
	Length of movement		•	(e.g. voice, music,			
	3			sound, others).			
				,			Perform a tempo
Fast and slow	Tempo (fast/slow):	Tempo*	Identify and explore	Practice fast and	Improvise fast and	Create a dance	dance.
	Speed of movement		the tempos of	slow tempos	slow tempos	based on tempo	
			animals, people,	inspired by things,	inspired by things,	video	
			machines, etc.	animals, nature, or	animals, nature, or		
				people.	people.		
Simple rhythms	Metric rhythm:						Perform a rhythm
	Grouping of beats in	Rhythm*	Move to the rhythm	Investigate rhythm	Dance a song or	Create a dance	dance.
	recurring pattern		of words (syllables).	of words phrases.	text that includes	based on a song or	Perceive and
			video	video	rhythm of words.	text based on	reflect.
						rhythm of words.	video

Kindergarten - Page 2		Moving		Investigating		Creating	Contextualizing
Previously Mastered Grade Level Skills	Elements of Dance with Definitions	Experience/ Identify	Explore/ Contextualize	Apply/ Build Skills	Analyze/ Integrate	Research/ Create	Refine/ Contribute
Simple body shapes, high, medium, and low levels, large and small movements, moving in place and through space	SPACE Defines where one moves Shape (form of the body) Levels (low/medium/high) Direction (forward, backwards sideward, up, down) Size (continuum from small to large)	Shape, direction, levels, size, moving through space*	Explore opposites in shape and space (e.g. levels, direction, size).	Investigate locomotor and axial movement with opposites.	Connect a simple sequence using opposites incorporating shape and axial or locomotor movement.	Create a movement sequence using opposites with a beginning shape, a way to move through space, and an ending shape.	Perform a space dance. Perceive and reflect.
Simple qualities of motion	ENERGY Defines how one moves Qualities of motion: Characteristics of a movement. Dynamics: The degree of energy, intensity, or power in the execution of movements	Qualities*	Explore qualities of movement and emotions (e.g. heavy/light, smooth/sharp, sad/happy, brave/frightened).	Investigate energy qualities that reflect senses, moods and feelings.	Improvise unique ways using energy qualities that reflect senses, moods, and feelings. Improvise to different forms of music that inspire changes in energy. video	Create a short dance using two opposite energy qualities, emotions, and senses (e.g. happy/sad, sharp, smooth). Use an appropriate selection of music.	Perform energy dance. Perceive and reflect.
Primary awareness of self in the world Artistic/creating skills: Creativity, imagination, audience skills Compositional structures: Beginning, middle, and end Performance skills: Focus, concentration, kinesthetic, visual, auditory skills increased Life skills: Cooperation, respect following directions, engagement in learning, self-efficacy, turn taking	CULTURAL Individual and family	Identify and learn a folk song and its cultural origins.*	Explore moving the phrases and imagery associated with the song or culture. video	Practice moving with the musical phrasing and rhythms.	Improvise a movement sequence based on the song, the images, or the culture.	Create a dance based on the folk song.	Perform original folk dance.